

DOCUMENT RESUME

ED 371 789

JC 940 382

AUTHOR Wismer, Jack N.
TITLE Training for Trade: Role of American Community Colleges.
PUB DATE 94
NOTE 49p.; Paper presented at a conference of the American Council on International and Intercultural Education (Colorado Springs, CO, April 21, 1994).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Role; *Community Colleges; Economic Development; Intercultural Communication; *International Trade; Program Descriptions; *School Business Relationship; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS *Global Economy

ABSTRACT

Today, global competition affects almost every business or industry, often triggering corporate restructuring, downsizing, focus on continuous quality improvement, heightened efforts to globalize companies and increase exports. To meet the competitive challenges of a global economy, community colleges can better serve business and industry by promoting international trade awareness and providing the training to create a world-class workforce. Training for trade programs focuses on providing import/export training to business employees and students; technical training assistance to export American products and services; and educational opportunities about international languages, customs and cultures. Building partnerships is key to implementing successful training for trade programs. To do so, it is recommended that colleges: (1) establish a cross-functional task force to develop a comprehensive plan for international education and training; (2) form alliances with government, business, and industry to develop competencies for students and business employees, which also strengthen local economic development; and (3) establish advisory boards from local business and industry to provide valuable input into training programs. Effective training programs are currently offered at Central Piedmont Community College (North Carolina), Waukesha County Technical College (Wisconsin), St. Louis Community College (Missouri), North Seattle Community College (Washington), Portland Community College (Oregon), Lake Michigan College (Michigan), College of DuPage (Illinois), and Middlesex Community College (Massachusetts). All have innovative training for trade programs. The National Trade DataBank, Company Readiness to Export, and the National Association for Small Business International Trade Educators can provide resources. Appendixes include diagrams of international education and trade goals and program descriptions. (KP)

1994 ACIIE CONFERENCE

TRAINING FOR TRADE: ROLE OF AMERICAN COMMUNITY COLLEGES

International Business and Education
U.S. Department of Education
Title VI B Grant

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. Wismer

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy

Jack N. Wismer, Ph.D.
Vice President
Corporate and Community Development Division
Lake Michigan College

382

940

Training for Trade: A Partnership Strategy
by Jack N. Wismar

75% of the market for U.S. goods lies beyond our American shores.

U.S. Department of Commerce

The United States will continue to be challenged by the market and workforce demands of a global economy for the 21st century. It will take vision, partnership, and persistence for American companies to be successful competitors in the international marketplace.

Peter Drucker has been quoted as saying that there are two kinds of employers:

1. Those who understand the necessity of an international economy, and
2. Those who understand unemployment

Fortunately, we are living in a time when business, industry, and education understand the critical need facing America for a skilled, trained and educated workforce. The time is ripe for community colleges to become more proactive and make a commitment to the economic development initiatives that will benefit community growth - especially international education and "training for trade" programs.

The American Association of Community Colleges, as part of its mission, supports to increase curricular emphasis on international/intercultural education. In its strategic report, Building Communities: A Vision for a New Century (1988, p. 32), the Commission on the Future of Community Colleges states that "the goal should be to increase international awareness . . . through lectures, business seminars, and, when appropriate, international exchanges." We have a responsibility to develop global awareness among our students and business community.

"To meet the needs of commerce and industry for a more sophisticated and globally competitive workforce, American business is again turning to community colleges." (Fifield, Foster, Hamm & Lee, 1990, p. 15)

Training for Trade: Community College Role

Why shculd community colleges provide international trade education and training? Today, global competition impacts almost every business or industry by the international market of services and products.

Community colleges by their mission have a responsibility to serve their "community" and prepare its workforce for the 21st century. A key role of every community college is to serve area citizens and businesses . . . our customers, constituents and taxpayers.

Global competitiveness often triggers corporate restructuring, downsizing and a focusing on continuous quality improvement efforts, as well as heightened efforts to globalize companies and increase exporting of products. American companies are now recognizing that to succeed tomorrow; they must succeed in a global economy. International trade is an excellent opportunity for economic growth and job creation.

To meet the competitive challenges of a global economy, community colleges can better serve business and industry by promoting international trade awareness and providing the training to create a world-class workforce. Community colleges continue to demonstrate a track record of being customer-responsive in delivering quality training services to business and industry. Katsinas and Lacey (1989, pp. 13-14) point out that American businesses are looking more to community colleges as an effective training delivery system because the system is already in place to provide quality educational and training programs/services to meet the changing economic needs.

Equally important, community colleges have a responsibility to focus on increasing international trade education skills. The outcome results in preparing a skilled workforce for businesses to compete in a global economy.

Community colleges must take a leadership role in providing international education opportunities and promoting training for trade programs. Training for trade focuses on three applications by:

1. Providing international trade training to employees of businesses and students who desire to gain export or import knowledge and skills.
2. Providing technical training assistance by working in partnership with government, business and other education resources to export American products and services.
3. Providing educational opportunities to students, citizens, and businesses to learn about international languages, customs and cultures.

We, as community college educators, are faced with an exciting challenge and opportunity to help our communities and businesses prepare our workforce for a changing global marketplace.

Building Partnerships: Strategies for Success

While economic development is an integral part of the community college mission, establishing the necessary partnerships and strategies to maximize resources is critical to the success of international trade education programs. Building partnerships is key to implementing a successful "training for trade" program. Three strategies can help to build success:

Step 1: Building Support Within the College. It is recommended that the college establish a cross-functional task force to develop a comprehensive plan that will address all needs of international education and training at the college. The task force needs representation from college administration, corporate and community development, instruction and student services.

An important task of a cross-college team is to develop shared goals that will benefit the college and community. At Lake Michigan College, seven goals were identified:

1. To infuse a global perspective in all college courses for internationalizing the curriculum.
2. To expand International Student Services by focusing on the Colleges existing International Student Organization and developing additional support services.
3. To develop institutional/instructional enrichment materials that can be used as part of existing courses to stimulate an awareness of international trade.
4. To provide staff/student support, development, experiences, and exchange opportunities which enhance personal involvement, accomplishment and further global awareness.
5. To implement an International Business Center to promote international trade awareness and provide training services for regional businesses in Southwest Michigan.
6. To expand International Education offerings in CEU areas to better serve regional businesses and employees.
7. To develop effective marketing strategies and resource materials to support the promotion of international trade awareness.

Based upon the seven goals, action plans were developed including grant proposals to obtain funding sources as well as implementing models for internationalizing existing curricula and continuing education programs. The importance of the task force continues to foster cooperation and commitment to collegewide goals.

Step 2: Economic Development Partnerships. Community colleges across the nation are now recognizing the importance of forming alliances with businesses, government agencies, and local chambers of commerce to meet the challenges of a global marketplace.

Successful training for trade programs involve partnerships among business and industry, education and government. These partnerships are often referred to as an economic development triangle (Pfahl, 1991).

(diagram)

By working in cooperation with government, business and industry, community colleges can develop training for trade programs that will develop competencies for students and business employees. These partnerships also help community colleges promote and fund programs that result in strengthening local economic development.

The partnership for the International Business Center at Lake Michigan College works cooperatively with the U. S. Department of Commerce/District Office, Michigan International Office, Berrien County Economic Development and Cornerstone Alliance (local chamber of commerce) which serve to co-sponsor programs and provide trade assistance.

Step 3: Advisory Boards. To gain commitment for training for trade programs, community colleges can establish an Advisory Board from business and industry, and economic development organizations.

Advisory Boards can provide valuable input into developing training programs that, they believe, will increase the international skills of their employees. Members can also be extremely helpful in promoting training programs and serving as instructors for training modules.

At Lake Michigan College, the International Business Center Advisory Board meets quarterly to review programs and international trade education services, and provide suggestions for success. The Board represents small export companies to Fortune 100 corporations, and includes export managers, vice presidents and presidents of companies.

To summarize, both internal and external partnerships are necessary to implement successful training for trade programs.

Delivering Effective Training Programs

Central Piedmont Community College. In the 1980's with a soaring U.S. trade deficit and a changing manufacturing base, Central Piedmont Community College recognized the importance of learning the basics of export trade to help North Carolina businesses survive. As a result, Central Piedmont has developed innovative training programs in response to the needs of business and industry.

Training for trade/continuing education courses in international trade and language training are providing the business community with quality, cost-effective training. The college currently offers a 27 hour non-credit program including: Letters of Credit, Principles and Documentation, International Marketing and two transportation courses. A sample course is provided in Exhibit A. For more information, contact Sally Andrews at Central Piedmont Community College.

Waukesha County Technical College. In 1984, Waukesha County Technical College (WCTC) launched an international trade program by offering both an associate degree and continuing education training seminars. The target market for training workshops focus on the needs of the technical and clerical staff of companies whose growth depend on expanding their markets to other countries.

Two of WCTC's most successful workshops, "Export Documentation and Payment Methods" and "Moving Cargo Internationally" provide practical hands-on training that is transferable to the workplace. Exhibit B describes a target market seminar for Women in International Business. In addition, WCTC has developed 40 export training videotapes with learning guides that have been marketed across the United States and Canada. Contact Barbara Moebius at WCTC for more information.

St. Louis Community College. Recognizing the importance of providing export assistance to the business community, St. Louis Community College collaborated with the U.S. Department of Commerce (US & FCS), the World Trade Club and Missouri District Export Council to assist small and medium-sized businesses that want to export products or are interested in expanding export markets.

Export Readiness Clinics were developed to assist new-to-export companies by assessing export potential, matching product(s) with export markets, and conducting training workshops on marketing, sales, documentation and financing.

The clinics were funded jointly by the U.S. Department of Education (Title VI-B, Business and International Education Program) and St. Louis Community College. The workshops feature practical, how-to sessions with experienced practitioners in international business. Upon completion of the clinics, an export business plan is developed for each participant's firm. For more information, contact: David Streifford at St. Louis Community College.

North Seattle Community College. The International Trade Institute was founded in 1987 to fill the gap in international education and growing market pressure from the international

business community to provide practical training for global trade. The Institute is a resource center that provides professional training services in international trade.

With input from an Advisory Board, a 30-credit Certificate in International Trade program was designed for business owners, employees and entrepreneurs. The certificate courses include: Fundamentals of Export, International Trade Geography, Practical International Marketing, Cultural Imperatives in International Business and International Transportation. In 1988, more than 800 Seattle area residents participated in classes and training workshops. The Institute also provides contractual training services tailored to individual business needs. For more information, contact: Janis Parsley, Director of the International Trade Institute.

Portland Community College. Small businesses contribute significantly to Oregon's economy. The Small Business International Trade Program was established in January 1986 to provide comprehensive training services that assist small businesses in world trade. It represents an effective partnership at Portland Community College with the Small Business Administration, Oregon Small Business Development Center Network and Oregon Economic Development Department.

As a result, several training programs have been established to help small businesses become active in international trade.

1. First Friday. An introductory seminar for businesses considering international trade.
2. Trade Tuesday. A series of international trade classes helping small businesses enter export markets, expand existing international trade, and train key employees.
3. The International Incubator. An intensive four-month program of class work and on-site counseling benefiting companies ready to export into international markets.

4. Regional Trade Councils. A statewide network is administered through the Small Business Development Center to build a coalition of private and public interests to focus on international trade development.
5. International Small Business Exchange. A business to business exchange program was created to foster international trade opportunities with countries throughout the world.

For more information, contact: John Otis, Director of the Small Business International Trade Program at Portland Community College.

Lake Michigan College. In 1990, the Corporate & Community Development Division conducted a survey which identified a minimum of 123 businesses engaged in international trade distribution. An International Business Center was established to work in partnership with Cornerstone Alliance (Chamber of Commerce), Berrien County Economic Development, Michigan International Office and U.S. Department of Commerce (US & FCS) to promote international trade. An Advisory Board of businesses and economic development agencies was formed to provide guidance to programs and services.

Funding awarded from the U.S. Department of Education (Title VI-B, Business and International Education Program) enabled Lake Michigan College to expand its International Business Center to focus on international education and export training programs. As a result, the Center has implemented the following programs and services to the business community.

1. Export Advantage. An International Trade Certificate program developed to increase knowledge and skills for employees about international business practices.

2. Training for Trade Workshops. A series of practical, how-to, workshops on doing business with Mexico, Japan, Germany and other countries provide business employees a focused approach on export markets.
3. International Business Trade Survey. To build upon the initial survey, the Center is conducting a survey to help identify, products, markets and services. The survey is included as Exhibit C for community college adaptation.
4. International Trade Resource Library. Over 18 videotapes, 20 audiotapes and 150 international trade reference resources are being used to provide assistance to faculty, students and the business community.
5. Video Training. To increase knowledge and skills of students and employees, the Center is developing a series of self-paced, or workshop, video training modules to reinforce the "how-to" workshops.

For more information, contact: Jack N. Wismer, Vice President, Corporate & Community Development.

College of DuPage. Skilled in training and responsive to the long-term business development needs of local companies, community colleges are strategically positioned to prepare businesses to export successfully. The International Trade Center (ITC) is part of the Business and Professional Institute at the College of DuPage that provides training and technical assistance to help small and medium-sized firms.

The goal of ITC is to target businesses with export potential by providing training services. Its cost recovery training programs/services supply resources not readily available. ITC's delivery of services include: trade information clearinghouse of guides to exporting and

130 country files, technical assistance in marketing products to key markets, trade lead identification and dissemination and training for trade education workshops. One workshop, How to Sell Overseas, is a series of 10 evening sessions to develop international skills. The series is developed in partnership with the U.S. Department of Commerce, Small Business Administration, Illinois Department of Commerce, and College of DuPage. As an outcome of the workshop, the ITC staff work with participants to develop an export marketing plan. For more information, contact: Mary Patino, Director of the Business and Professional Institute.

Middlesex Community College (MA). In 1987 in response to a heighten and expanding interest in International Trade Opportunities by local business and industry Middlesex conducted a comprehensive survey of area firms to ascertain the training needs and support services necessary to develop these opportunities. A direct outcome of the survey was the development of a variety of innovative initiatives including: International Trade degree and certificate programs; short term seminars on a variety of trade issues; faculty and student exchange programs with Russia, Hungry, South Africa, Japan, and the People's Republic of China; an active Visiting Scholars program; and a branch campus in the People's Republic of China.

In December 1992 Middlesex Community College opened a branch campus in the People's Republic of China. This innovative program provides intensive, short term, noncredit business courses for government officials and entrepreneurs. The program has been described by one faculty member as "Capitalism 101." These courses are very focused and utilize a "cookbook" approach stressing how to convert from a planned to a free market system. Included in the course offerings are Macroeconomics, Financial Accounting, Finance, Marketing Strategies, and International Trade. Each course concludes with the awarding of certificate.

All instruction is delivered in English and then translated by university trained interpreters.

All classroom materials, i.e. overheads, handouts, etc. are bilingual. The faculty have found the delivery of instruction through interpreters to be more efficient than initially anticipated.

The courses have been provided in both Beijing and Jinan with additional locations scheduled to open. These locations are: Quingdao, Rizhao, Hebei, Shanghai, and Hainan Island.

The courses are offered on a fee per participant basis and have provided a significant and expanding revenue stream for the college.

For additional information, contact Frank M. Falcetta at (617) 275-8910 extension 4035.

Training Services and Resources

International training for trade programs may differ in programs and services; however, they focus on a common goal of providing quality education and training in promoting international trade. Access to training for trade resources is necessary to strengthen international trade programs that will benefit their communities. Community colleges can obtain computer software, video's and participate in professional associations.

National Trade DataBank (NTDB). The NTDB is a one-stop resource for the international trade and export data from 15 U.S. Federal Government agencies. The NTDB contains over 100,000 documents including basic export documentation which is released monthly on CD-ROM at a reasonable cost. The NTDB is a valuable resource tool for community colleges to assist business and industry customers. For more information, contact the U.S. Department of Commerce at (202) 482-1986.

COnpany Readiness to Export (CORE). This computer program guides a company through a series of questions to determine commitment levels, products and target markets. Based upon responses to these questions, CORE provides an assessment of how ready a company is to export in a global marketplace. For more information, contact Michigan State University International Business Center at (517) 353-4336.

National Association for Small Business International Trade Educators (NASBITE). This national association serves to improve global competitiveness through effective education and training. With an emphasis on "how to" programs to promote international trade, NASBITE offers the following training benefits for members: specialized international education and training workshops, access to trade resources such as curricula, course outlines and video resources. The annual conference gives community colleges the opportunity to share programs and resources. For further information, contact: John Otis, Portland Community College who serves as Executive Director for NASBITE.

Looking to the Future

Threats and opportunities to America's economic development are coming from more than one direction: technology change, workforce demographics, and global competition which require training and retraining. We must focus on preparing our students and business community for a global marketplace.

Training for trade is directly related to the community college mission. To achieve our goals as quality training and teaching colleges in America, community colleges must take a proactive role to serve adult learners, our customers and taxpayers, beyond traditional international study programs and focus on lifelong learning skills that improve employee productivity.

Joyce S. Tsunoda, Chancellor for Community Colleges of Hawaii, addressed the 1988 National Council on Community Services and Continuing Education annual conference emphasizing the role for community colleges in international activities.

"Training for trade" is built on the thesis that the economic development of a nation depends on well-trained workers and that community colleges, with their traditional partnership with industry, with their emphasis on local economic development . . . can and ought to be in the forefront of the nation's response to meeting international trade competitiveness."

Training for trade must become a community college priority in preparing America's workforce for the 21st century. Community colleges across our great nation can serve as an effective, training for trade, delivery system.

EXHIBIT A

LETTERS OF CREDIT: PRINCIPLES AND DOCUMENTATION

CENTRAL PIEDMONT COMMUNITY COLLEGE

Charlotte, North Carolina

Contact person: Sally Andrews

Acung Director, International Business Center

(704) 342-6543

This is an eight-contact-hour course designed to provide participants with an overview of various types of export and import letters of credit and how they are used. The class is held on a Saturday from 8 a.m. to 5 p.m. The cost is \$26.00. Instructional materials are provided by the college at a cost of \$9.50.

I. INTRODUCTION

- A. Discussion of objectives
- B. Purpose of course
- C. Students' objectives for the course
- D. Letters of credit - general definition

II. THE BASIC LETTER OF CREDIT

- A. General definition
- B. Specific types and/or variations of letters of credit
- C. Definitions of the parts of a letter of credit
- D. Uniform customs and practice for documentary credits, I.C.C. 400
- E. Revised American foreign trade definitions
- F. Sample letter of credit

III. BASIC DOCUMENTS

- A. Draft
- B. Commercial invoice
- C. Transport documents
- D. Insurance certificate/policy
- E. Special customs invoice
- F. Others

IV. ADVICE FOR EXPORTERS

- A. Checklist for beneficiary
- B. Review of most common discrepancies
- C. Obtaining approval of discrepancies
- D. Final evaluation
- E. Glossary

V. IMPORT LETTERS OF CREDIT

- A. The application
- B. Amendments
- C. Payments
- D. Guarantees
- E. Final evaluation
- F. Glossary

EXHIBIT B

WOMEN IN INTERNATIONAL BUSINESS WAUKESHA COUNTY TECHNICAL COLLEGE

Pewaukee, Wisconsin

Contact person: Barbara Moebius
Associate Dean, International Trade
(414) 691-5550

Description: American women are increasingly involved and tremendously effective in the international marketplace. Experienced businesswomen will help you ensure success with clients and markets in Asia, Latin America, the Middle East, and Europe. Learn the advantages and pitfalls for women. Discuss positive power communication techniques and negotiation skills. Concludes with a panel discussion on opportunities for women.

This seminar is presented as a full-day session on a weekday from 8:30 a.m. to 3:30 p.m. The cost is \$35.00, which includes materials, continental breakfast, and lunch.

- I. Women and the European Market
 - A. Opportunities for women in the European marketplace
 - 1. Textile industry
 - 2. Fashion industry
 - 3. Cosmetic industry
 - B. Ten qualities for success
 - C. Tips for personal success
 - 1. Manners
 - 2. Formality vs. informality
 - 3. Dress
 - 4. Packing tips
 - 5. Social customs
 - 6. Entertaining
- II. Women in the Middle Eastern Market
 - A. Characteristics of a Middle Eastern country
 - B. Middle Eastern etiquette
 - C. Women's position in society in the Middle East
 - D. Business opportunities in the Middle East
 - E. Eight important business customs
 - 1. Visa requirements
 - 2. Dress
 - 3. Appointments
 - 4. Business cards
 - 5. Gift giving
 - 6. Shaking hands
 - 7. Forms of address
 - 8. Decision making
- III. Women and the Asian Market
 - A. The woman's role in Japanese society
 - B. Six important Japanese business customs
 - 1. Greetings
 - 2. Decision making
 - 3. Entertaining
 - 4. Manners
 - 5. Gift giving
 - 6. Language

- C. Chinese business customs and negotiations
 - 1. Contacts
 - 2. Punctuality
 - 3. Greetings
 - 4. Business cards
 - 5. Business dress
 - 6. Gift giving
- IV. Women and the Latin American Market
 - A. Cultural differences and personal qualities that are important for success
 - B. Opportunities in Latin America
 - C. Question and answer period
- V. Three Important Fields for Women in International Trade
 - A. Government
 - 1. Preparation for a government career in international trade
 - 2. Job opportunities
 - B. Transportation
 - 1. Preparation for a career in overseas transportation
 - 2. Job opportunities
 - C. Banking
 - 1. Preparation for an international banking career
 - 2. Job opportunities

REFERENCES

- Building Communities: A Vision For A New Century. A Report of the Commission on the Future of Community Colleges. Washington, D.C.: American Association of Community and Junior Colleges, 1988.
- Fifield, M.L., Foster, S.F., Hann, R., and Lee, C.J. "Workers for the World: Occupational Programs in a Global Economy." *Community, Technical, and Junior College Journal*, 1990, 61 (1), 15-19.
- Katsinas, S.G., and Lacey, V.A. *Community Colleges and Economic Development: Models of Institutional Effectiveness*. Washington, D.C.: Armerican Association of Community and Junior Colleges, 1989. 97 pp. (ED 312 006)
- Pfahl, N.L. "Using a Partnership Strategy to Establish a Trade Assistance Program." In L. Hudra and M.L. Fifield (eds.), *Training for Trade: Community College Programs to Promote Export*. Washington, D.C.: American Association of Community & Junior Colleges, 1991.
- Tsunoda, J.S. "Reaching Out: The Role of Community Services & Continuing Education in International Education." *Community Services CATALYST*, 1989, Volume XIX, November 2, 3-8.

U.S. FACTS TRAINING FOR TRADE

- 1. _____ % of the world's purchasing power is located outside of the United States.**

- 2. Every million dollars of export sales generates _____ jobs, according to U.S. Department of Commerce estimates.**

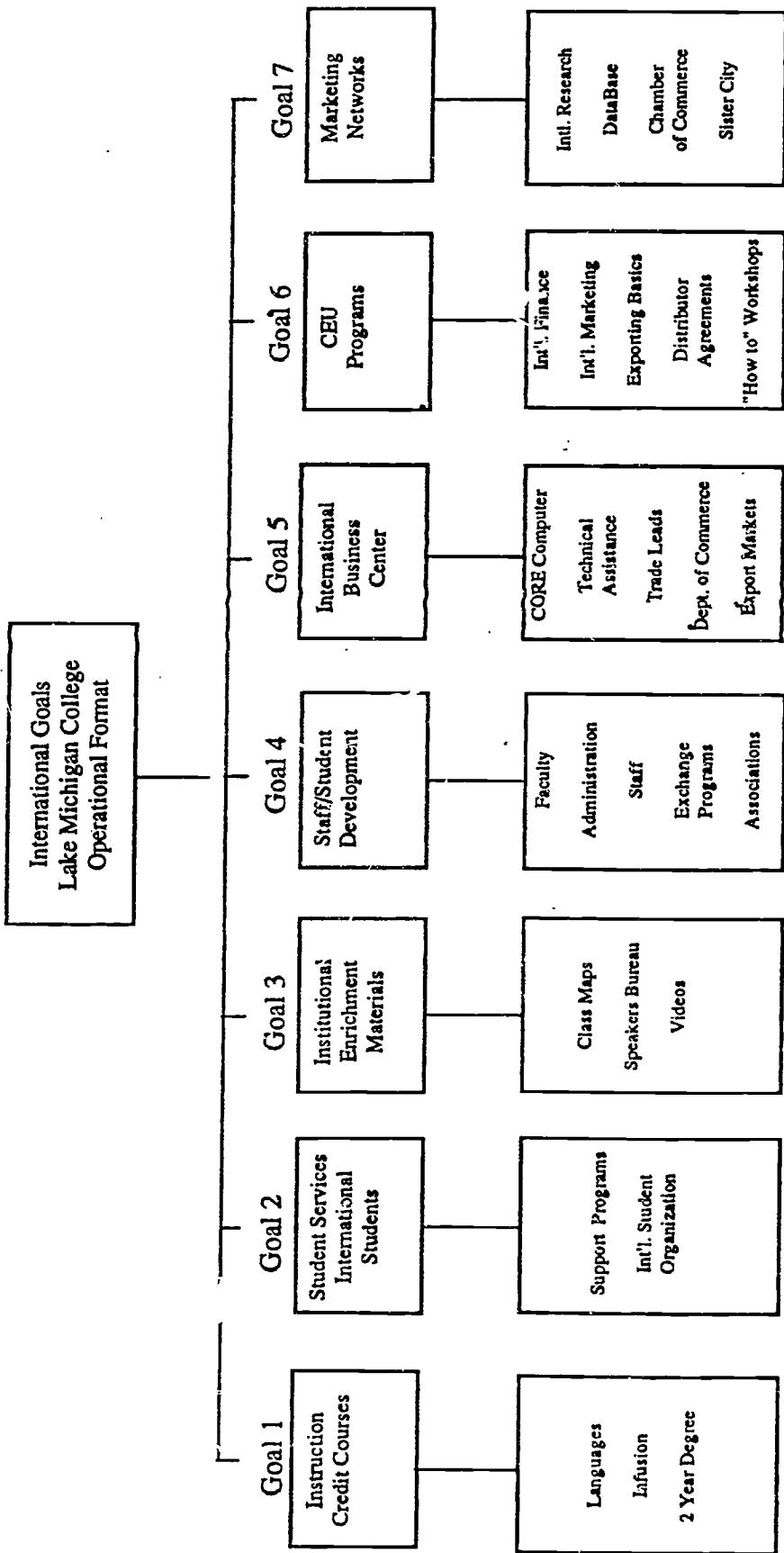
- 3. _____ is America's fastest-growing export market.**

- 4. U.S. workers in export-related jobs earn _____ % more per hour than the U.S. average.**

- 5. The number of U.S. jobs dependent on exports to Mexico should exceed \$ _____ by 1995.**

- 6. The passage of NAFTA represents a combined free market potential of \$ _____.**

INTERNATIONAL EDUCATION & TRADE GOALS



intl.pn3 22

23

GOAL 1: INSTRUCTIONAL CREDIT COURSES

Enhance instructional programs by developing new courses, modifying existing courses, promoting cultural events and encouraging faculty to be involved in professional development activities.

Strategies	Responsible	Timeline	Progress
Strategy 1: Infusion of Global Awareness			
Continue to encourage all faculty members to infuse international perspective in appropriate college courses.	Vice Presidents Deans Faculty	Ongoing	According to department chairs as normal part of most courses; international components are included whenever possible.
Strategy 2: International Languages			
Build an instructional strategy which promotes student access to international languages.	Language Instructors Self-Instructional Language Coordinator Dean, LAGS Director, CE	Ongoing	Last survey completed Fall 1990.
• Consider adding a Non-Western World requirement.			French Telecourse added Fall 1992 and Spanish in 1993.
• Survey faculty on current activities.			
• Traditional classes are offered both days and evenings in German, Spanish and French.			
• Telecourses currently offered in Spanish and French.			
• A self-instructional language program established to provide language study in Italian, Japanese and Russian.			
• Self-instructional language courses are offered for both academic credit and Continuing Education units.			Materials cataloged and available as of Fall 1993.

Strategies	Responsible	Timeline	Progress
<ul style="list-style-type: none"> Self-instructional audio programs in Afrikaans, Hebrew, Hungarian, Polish and Swahili can be checked out from the LMC Library. Continue to provide ESL classes and tutoring for international students. Disseminate information to students and all advisors that one year of college language is currently required at Michigan State University, Western Michigan University and Lake Superior State University. 		Materials acquired Fall 1992. Implemented	
Strategy 3: Cooperative Education	Deans Faculty Continuing Education	Ongoing	Maps, posters and charts continue to be purchased and displayed in classrooms and other common areas.
Strategy 4: Exchange Programs	Administration Department Chairs Faculty	Ongoing	A majority of the faculty have attended international seminars since 1990.

GOAL 5: INTERNATIONAL BUSINESS CENTER

Promote International Trade awareness, provide training and technical assistance, assist in building a skilled and trained international trade workforce by working with local, state, national and international resources.

Strategies	Responsible	Timeline	Progress
Strategy 1: International Business Center			
Maintain collegewide support for the International Business Center and enlist assistance to provide training and education services for southwest Michigan businesses, as part of the College mission.	Vice President, C&CD Director, IBC	Ongoing	Established 1992.
Strategy 2: Grant Development			
Apply for grant funding to develop innovative programs and services to assist southwest Michigan businesses. Plus, obtain funding to hire a Regional Director to work with companies.	Vice President, C&CD Director, IBC	Ongoing	Received Title VI-B grant in 1992; application being sought for Whirlpool EDA 1994.
<ul style="list-style-type: none">• EDA• Department of Education - Title VI-B• Whirlpool Foundation• USIA• Cornerstone Alliance			
Strategy 3: Develop Services			
Develop and acquire International Business services to help promote international trade opportunities and and training capabilities:	Vice President, C&CD Director, IBC	Ongoing	Established 1992.
<ul style="list-style-type: none">• Computer Expert System: CORE II, NTDB• Workshops, CE Seminars, Conferences• Assistance in writing business plans• Referrals for professional international assistance			

Strategies	Responsible	Timeline	Progress
Strategy 4: Training Needs Assessment			
Conduct systematic assessment of credit and non-credit training needs in export and international trade.	Vice President, C&CD Director, IBC	1991-97	Surveys completed in 1992 and 1993 by IBC.
Strategy 5: Build Partnerships			
Maintain and develop working coalitions with local, state and federal organizations:	Vice President, C&CD	Ongoing	
<ul style="list-style-type: none"> • Cornerstone Alliance • Michigan Department of Commerce • World Trade Services • U.S. Department of Commerce • Higher Education Associations • Regional Economic Development Associations 			<ul style="list-style-type: none"> Established 1990. Established 1990. Established 1990. Established 1990. Established 1990. Established 1993.
Strategy 6: Marketing Plan			
Build a marketing plan for:	Director, IBC Director, Marketing	Ongoing	Brochures, promotional material developed 1992.
<ul style="list-style-type: none"> • IBC referral services • IBC product support services (educational manuals and videos) 			
Strategy 7: Data Base			
Design, maintain and expand a comprehensive and interactive online international data base of approximately 550 entries for use by public and private sector interest to identify resources and expertise.	Director, IBC	1993-97	Survey completed, data still being compiled.

Strategies	Responsible	Timeline	Progress
Strategy 8: International Advisory Council Maintain an International Business Council of representatives from regional companies.	Vice President, C&CD Director, IBC	1990-97	Established 1992. Meets quarterly.
Strategy 9: Faculty Involvement Work with Lake Michigan College Instruction Division to identify faculty for involvement in technical assistance, training and support.	Vice President, C&CD Director, IBC	1991-97	Supported faculty in NASBITE and ACIIE conferences 1993.
Strategy 10: Certificate Program Continue development with Continuing Education Department a sequential modular non-credit International Business Certificate program to benefit the professional development and business employees for a global economy.	Vice President, C&CD Director, IBC	1991-97	Established winter 1993.
Strategy 11: Follow-up System Develop a follow-up system to work with companies in facilitating resource, developing business plans and providing technical assistance.	Director, IBC	1990-91	Established 1990.
Strategy 12: Product Support Acquire video and audio technical assistance product support to provide training and consulting services for business and industry customers.	Director, IBC	1991-97	Established IBC Library 1992.

Strategies	Responsible	Timeline	Progress
Strategy 13: Regional Support			
Develop regional support center at South Campus in Niles:	Director, IBC Director, CLE	1993-97	First classes to be held Winter 1994.
<ul style="list-style-type: none"> • Offer core training programs through use of interactive video • Consulting, referral and training assistance • Resource library and technical assistance center 			
Strategy 14: Product Development	Vice President, C&CD Director, IBC	1993-97	16 modules developed 1992-93.
<p>Develop technical training and assistance manuals and workbooks to be used in business educational programs, seminars and conferences:</p> <ul style="list-style-type: none"> • Development of technical training video presentations • Development of training manuals for independent use by businesses and other training institutions. 			

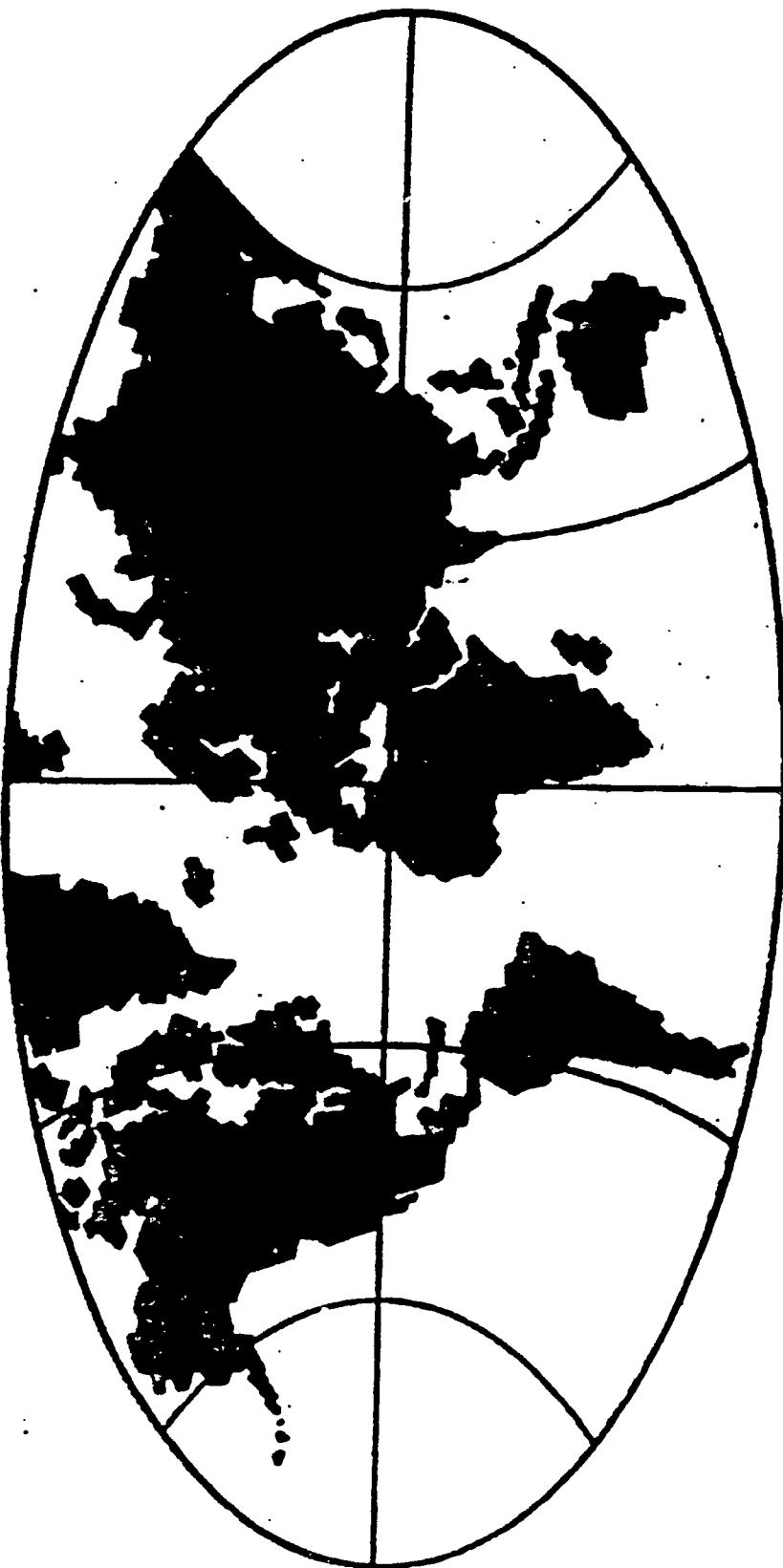
GOAL 6: CONTINUING EDUCATION

Increase the knowledge and skills of participants regarding international business cultures, customs and practices by developing a series of international business programs. Provide an effective professional development delivery system for business.

Strategies	Responsible	Timeline	Progress
Strategy 1: Quality Assurance			
Assure quality, emphasis, productivity and efficiency of current programs.	Director, CE IBC	Ongoing	Evaluation of current programs completed each semester.
Strategy 2: Needs Assessment/Market Segment Analysis			
Use marketing assessment to continue to determine needs of area businesses to continue to set up classes and programs in international trade.	Director, CE IBC	Annually	Completed 1992.
Strategy 3: Certificate of International Business			
Continue Certificate of International Business with focus on:	Director, CE IBC	Ongoing	Created 1993.
• Cultural Development - continue development of international series of classes devoted to cultural experience, do's and don'ts, travel advice for various major countries. Classes to be run in conjunction with academic classes.			
• Skills Development - continue development of practical, hands-on courses that cover the basics of exporting, finance, marketing and other areas as determined by needs assessment (see Strategy 2). Coordinate with Business and Industry to offer contractual in-plant training.			
	Director, CE IBC	Ongoing	Created 1993.

Strategies	Responsible	Timeline	Progress
Strategy 4: Speaker's Bureau			
Bring in speakers to address specific geographic areas (eg. South America, the Pacific Rim, European Community) and specific skill subjects in international trade.	IBC C&CD	Ongoing	Established 1992.
Strategy 5: Faculty Involvement			
Work with LMC Instruction Division to identify faculty for involvement in workshops that will benefit the business community and the College.	Instruction Division C&CD.	Ongoing	1991-Present
<ul style="list-style-type: none"> • Faculty, staff attendance at workshops include: Business, Economics, Geography, Political Science, History, International Languages. 			
Strategy 6: Workshop Priorities/Scheduling			
Target three to five workshops annually that benefit the economic development goals of international companies in our region.	C&CD	Ongoing	Accomplished 1991-92
Contract with business and industry representatives to conduct workshops for:			
<ul style="list-style-type: none"> • Doing Business in the European Community • U.S. Canadian Free Trade Agreement • Doing Business in . . . • International Languages • NAFTA 			
Strategy 7: Develop Student Exchange Programs			
<ul style="list-style-type: none"> • Summer Institute of English • German Work Experience Program • Continue to explore other exchange opportunities 	Instruction Division IBC Instruction Division IBC Instruction Division	Ongoing Ongoing Ongoing Ongoing	1991-93 1993 1993 1993

LAKE MICHIGAN COLLEGE



INTERNATIONAL BUSINESS CENTER
CORPORATE & COMMUNITY DEVELOPMENT DIVISION

41

42

PURPOSE

- PROMOTE INTERNATIONAL TRADE AWARENESS
- PROVIDE TRAINING AND TECHNICAL ASSISTANCE
- BUILD A SKILLED AND TRAINED
INTERNATIONAL TRADE WORKFORCE

By using state, national and international
resources to assist southwest Michigan
business and industry

42

43

**Lake Michigan College
International Business Center
Business and Industry
Confidential International Business Survey***

MANUFACTURER (please print)

REPRESENTATIVE/TITLE

ADDRESS CITY ZIP

() _____ - _____ () _____ - _____
PHONE FAX

1) How does exporting play a role in your long-range corporate goals and objectives?

2) What forms of marketing are enlisted for company sales?

DOMESTIC

- Catalogue
- Direct Sales
- Licensing
- Trade Show
- Sales Representative
- Other
- Other

INTERNATIONAL

- Catalogue
- Direct Sales
- Licensing
- Trade Show
- Sales Representative
- JV with Overseas Firm
- Production Overseas

3) Have potential international customers contacted you requesting bids for your products?

No Yes...

- shipment was too small to ship.
- did not respond--lack of expertise in quoting the bid.
- unfamiliar with country's import rules/regulations. Chose not to bid.
- staff unable to adequately research/develop bid proposal.
- company does not manufacture what customer needs.
- we filled the requested order and are pursuing other leads.
- other _____

**This survey will be utilized by only Lake Michigan College Corporate and Community Development Division and International Business Center personnel to develop the International Certificate Training program and in response to specific business/industry needs.*

- 4) Please give the names/titles of those employees currently involved in exporting.

_____ / _____

- 5) Briefly describe the nature of your company's products/services.

- 6) What percentage of company revenue is attained overseas?
____% Our goal is to reach ____% by 199__.

- 7) What percentage of purchases are from overseas? ____%

- 8) In which international countries do you (or do you want to) conduct business?

European Community...

<input type="checkbox"/> Belgium	<input type="checkbox"/> Denmark	<input type="checkbox"/> Germany	<input type="checkbox"/> France
<input type="checkbox"/> Greece	<input type="checkbox"/> Ireland	<input type="checkbox"/> Italy	<input type="checkbox"/> Netherlands
<input type="checkbox"/> Portugal	<input type="checkbox"/> Spain	<input type="checkbox"/> Britain	<input type="checkbox"/> Hungary

European Free Trade Association...

<input type="checkbox"/> Austria	<input type="checkbox"/> Finland	<input type="checkbox"/> Iceland	<input type="checkbox"/> Norway
<input type="checkbox"/> Sweden	<input type="checkbox"/> Switzerland		

Pacific Rim...

<input type="checkbox"/> Australia	<input type="checkbox"/> Japan	<input type="checkbox"/> S. Korea	<input type="checkbox"/> New Zealand
<input type="checkbox"/> China	<input type="checkbox"/> Singapore	<input type="checkbox"/> Taiwan	

ASEAN region...

<input type="checkbox"/> Indonesia	<input type="checkbox"/> Malaysia	<input type="checkbox"/> Philippines	<input type="checkbox"/> Singapore
<input type="checkbox"/> Thailand			

North America...

<input type="checkbox"/> Canada	<input type="checkbox"/> Mexico
---------------------------------	---------------------------------

South America...

<input type="checkbox"/> Argentina	<input type="checkbox"/> Brazil	<input type="checkbox"/> Chile	<input type="checkbox"/> Colombia
<input type="checkbox"/> Peru	<input type="checkbox"/> Venezuela		

Caribbean Basin

<input type="checkbox"/> Dominican Republic	<input type="checkbox"/> Costa Rica	<i>former Communist state...</i>
---	-------------------------------------	----------------------------------

former Communist state...

former Soviet Union

Middle East

<input type="checkbox"/> Egypt	<input type="checkbox"/> Iran	<input type="checkbox"/> Kuwait	<input type="checkbox"/> Israel
--------------------------------	-------------------------------	---------------------------------	---------------------------------

INTERNATIONAL BUSINESS CENTER ADVISORY BOARD

Recommended Steps:

- 1. Obtain College Administration Commitment and Participation . . . Necessary Conditions for a College's Readiness to Become an International Business Center for Trade Assistance.**
- 2. Determine Number of Businesses involved with International Trade Distribution in your Community Service Area.**
- 3. Build Partnerships with Business and Economic Development Leaders.**
- 4. Complete an Assessment of Credit and Non-Credit Export Education Needs.**
- 5. Identify Organizations and Leaders willing to Participate and Support.**
- 6. Establish Advisory Board Goals.**
- 7. Establish an Advisory Board composed of Business, College and Economic Development Leaders.**
- 8. Identify Priorities and projects that will benefit the Business Community.**

LAKE MICHIGAN COLLEGE INTERNATIONAL BUSINESS CENTER PROGRAMS & SERVICES

The International Business Center works in cooperation with a wide range of trade assistance organizations to help companies in our tri-county service area evaluate the export marketplace and promote trade opportunities. The Center at Lake Michigan College will provide regional companies access to the following resources:

BUSINESS SOFTWARE

CORE II (COnpany Readiness to Export)
Business Plan Developer
Export to Win
Exchange Rate History

INTERNATIONAL TRADE TELECONFERENCES

Doing Business in Europe 1992
Doing Business in Latin America
Doing Business in the Pacific Rim

VIDEO TRAINING PROGRAMS

Doing Business in Asia Series
• Korea • Hong Kong • Japan • Taiwan
ISO 9000
International Trade Shows

BUSINESS COUNSELING (SBDC)

International Business Plan Development
Research International Markets
Referrals: U.S. Department of Commerce

SELF-INSTRUCTIONAL LANGUAGE PROGRAM

- | | |
|-------------|------------|
| • French | • Italian |
| • Spanish | • Hebrew |
| • Russian | • German |
| • Afrikaans | • Japanese |

MEMBERSHIP RESOURCES

- Michiana World Trade Club
- West Michigan World Trade Association

TRADE REFERENCE LIBRARY

Export Guides
Trade Periodicals
International Reference Books

AUDIO TAPES

Doing Business in France
Doing Business in Germany
Doing Business in Japan
Doing Business in Korea
Doing Business in Mexico

INTERNATIONAL WORKSHOPS

Basics of Exporting
Marketing Your Exports
Global Competitiveness: Strategic Planning
Doing Business in EC 92
Export Documentation
Customized Training

BUILDING COMMUNITIES A VISION FOR A NEW CENTURY

*"LIFELONG LEARNING IS AN ESSENTIAL MISSION
OF THE COMMUNITY COLLEGE . . .
WORKER TRAINING IS THE CENTRAL FOCUS
OF THIS PARTNERSHIP . . .
EVERY COMMUNITY COLLEGE MUST BE CREATIVE IN
RESPONDING TO ITS ESSENTIAL ROLE OF
TRAINING AND RETRAINING."*